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ABSTRACT

Suggesting that beginning reading should be a combination of phonics instruction along with the "whole word" approach, this book presents 56 brief and concentrated units of study that demonstrate that both systems can work together to improve the process of learning to read. In all units in the book, learners have the opportunity to read complete sentences immediately based upon the vocabulary in the unit. The book also contains periodic reviews to reinforce previous knowledge. (RS)

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ED 370 089

SPELL, SAY, and WRITE

A Synthesis of the Phonics and Whole Word Systems

A Beginner's Workbook For School or Home Study

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SPELL, SAY, and WRITE

George R. Beissel

B.A. University of Michigan
M.A. University of Minnesota

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PREFACE

Webster's dictionary gives one a concise and understandable definition of illiteracy, and this is "The inability to read or write". That our country has a grave literacy problem is highlighted not only in almost daily newspaper reports of crime, family breakdown, illegitimacy, drug abuse, and so forth, but also reports from responsible sources about the failure of our public schools.

Probably the most distressing study by the U.S. Department of Education states that "90 million adults, almost half of the population, possess at best the most rudimentary reading and math skills"[1].

Former Education Secretary Lauro Cavasos said that "The reading and writing skills of American students remain 'dreadfully inadequate'"[2].

In a poll of college faculties by the Carnegie Foundation[3], more than three-fourths of these teachers said that college undergraduates are seriously unprepared in basic skills and are ill-suited for the academic rigors of higher education. One can only ask then if some of the blame lies in these colleges, primarily English and education departments, whose basic goal ought to be to graduate student teachers who are competent and well-prepared to teach in our elementary and secondary schools.

There is also much concern about the college-level teaching whose thrust seems to be from traditional subject matter to outcome based education which emphasizes teaching of values, attitudes, opinions, relationships and self-esteem rather than objective information.

Americans should be really concerned about this change in focus because the destiny of our country is inevitably determined by the knowledge and abilities of our children in our schools.

Undoubtedly, the most important challenge in education has been the bitter debate over the teaching of reading by the whole word approach versus the use of the phonics system.

As this writer understands the whole word approach, its advocates are firmly committed to the ideas that words should be recognized as whole words and that in most cases, children should not spell or sound out words at the beginner's level. If the child has trouble with a word, the teacher should tell him/her the word or lead the pupil into guessing in context. Thus, learning to read is based upon a cumulation of knowledge words with the idea that comprehension in context is the long term goal. Textbooks emphasizing this procedure are used in the upper grade levels year after year. It seems to me that the principle of "The whole is the sum of its parts, and the whole comes first" is evident.

In general, phonics advocates support the idea that the whole is the sum of its parts, but the parts come first. Hence, they believe that the most natural method is to have the student realize that letter symbols represent sounds and that if one combines certain letters with sounds, one can then read whole words.

Teachers of phonics follow a system in which the five short vowels, *a*, *e*, *i*, *o* and *u* and consonants are spelled by single letters, after which consonants and consonant combinations are spelled with two or three letters. Then vowels and vowel combinations are usually spelled with two letters, followed by the five long vowels and irregular spelling.

A recent federal report bolsters the view of phonics advocates that an understanding of phonics is "of inescapable importance to both skillful reading and its acquisition"[4]. This report also states that phonics instruction alone is not enough to give children the skills and interest needed to become readers.

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[1]Sources available on page IV.

Both sides of the reading controversy should be supportive of a synthesis of philosophies because it will provide the stimulus to help stop the outpouring of reading illiterates into our American society. The whole word advocates will recognize the goal of immediate and sustained contextual learning readily available in the practice sentences in the booklet in each and every unit. The phonics supporters should approve the substantive inclusion of their position which reveals the efficacy of combining vowels and consonants into a lifetime ability to read. Also, everyone should encourage the use of supplementary materials whenever it is apparent that they can be helpful.

So there seems to be a common ground, and it is the responsibility of writers of reading texts to incorporate this knowledge in their books and blend the two schools of thought.

This writer has been a teaching principal and classroom teacher for 35 years. He has taught about 4000 teenagers a linguistic grammar followed by a modern version of Standard English, which was then capped by having students write a sequence of short sentences evolving into longer compositions. Students were pre- and post- tested with the startling results of an average of three years growth in one semester.

During and after that time, he reached the conclusion that beginning reading should be a combination of phonics instruction along with the whole word approach as indicated in his new book, *SPELL, SAY, and WRITE*.

At this point, I should like to go into the past as an English major at the University of Michigan.

In the 40's and 50's, the English department had some excellent nationally recognized professors, especially Charles Fries who impressed me with his methods of investigation into everyday English. He researched the spoken word (via the telephone) and the written word (via written letters from servicemen) to gather data to facilitate the understanding of the structure of the English language. His book, *The Structure of English*, 1952, is an epic journey into the study of our language. In my opinion, he offers substantial evidence that the use of his list of function (signal) words can be an invaluable instrument in bridging the gap between the whole word supporters and the phonics people.

No fewer than five times in five pages in his book does he admonish the reader that "in order to respond to certain structural signals, one must know these words as items"[5].

Naturally, all words have a function of meaning or meanings, but Fries' book lists specific function words as playing a vital role in signalling a variety of structures endemic to understanding our language.

These function (signal) words are some of the oldest words in the language and are listed on the next page.

FUNCTION WORDS

Note: The three dots after a word means that the list is not complete.

1. Determiners: one..., first..., the, a, an, my, your, his, her, its, our, their, Jim's..., this, that, these, those, all, each, either, every, few, many, most, much, neither, several, some, no, any, more...
2. Auxiliaries: may, might, can, could, will, would, should, shall, must, has, have, had, was, were, got, kept, do, did, am, is, are.
3. Negative: not
4. Intensifiers: very, not, too, quite, awfully, awful, really, real, any, pretty, fairly, more, rather, most, still, even, some, much, no, unusually...
5. Coordinators: and, but, or, not, nor, rather than, both-and, either-or, neither-nor, not-but...
6. Prepositions: about, above, across, after, along, among, around, at, by, before, below, beside, between, beyond, despite, down, except, for, from, in, into, like, near, of, off, on, over, to, through, under, until, up, with, without, within...
7. Preparatory *there*: there
8. Interrogative pronouns: when, why, where, how, who, which, what...
9. Subordinators: when, whenever, because, although, since, before, after, as, if, as if, as though, even though, lest, so that, than, that, unless, until, where, while...
10. Interjections: well, oh, say, now, why, listen, look, yes, no, please, let's... (This group has various connotations.)

As an example of the frequency of function words, read the short paragraph by Reed Smith and look for function words.

"*The* terms, categories, *and* definitions *of* grammar are *neither unusually* numerous *nor unusually* difficult. Other school subjects *are* beset *with much* harder problems *both for the* teacher *and the* pupils, *but* we *do not* hear *their* advocates apologizing *or* giving ground *on that* account."[6]

The, *their*, *that*, and *much* are determiners that signal the nouns that follow them. *Of*, *with*, *for*, and *on* are prepositions that signal prepositional phrases. *Neither-nor*, *but*, *or*, *and*, and *both-and* signal coordination; *are* signals the verb *beset*. *Much* and *unusually* are intensifiers. *Not* is a negative intensifier.

All words have one or more meanings, but the function words have, in addition to their particular meaning(s) an important job of signalling a particular language structure. Examples are: in the structure *the boy*, *the* refers to a particular person and, in addition, signals that *boy* is a noun. In the structure *by the wall*, *by*, meaning beside or *near*, has the additional function of signalling that *by the wall* is a structure known as a prepositional phrase.

Supporting the evidence that a significant number of words in English are the function words is a similar research study made by my eighth grade students. After completing the course material in the grammar and usage of English, and certain that they knew the structure and terms common in language study, I asked them to find a 1000 word corpus in any book, count off 1000 words, and then reread the material and count the number of function words. They then subtracted the function words from 1000, found the difference, and then divided the difference by the original number. The result indicated that approximately 40-50% of the corpus were the function, or signal words.

As another check of the percentage of function words, this writer counted the first two pages of words in the preface and found that there were about 1018 whole words of which approximately 431 were function words. Dividing the difference of 431 by 1018 revealed that in this corpus 42.3% of the words were function words. The data appears to show that indeed the function words approximate about one-half of the above corpus studies. This writer believes that the near equality of use of both whole words and function words should lead teachers of both schools to make a determined effort to reconcile differences and come up with a solution that will prove profitable to everyone, especially the beginning readers.

INNOVATIVE ASPECTS OF SPELL, SAY, AND WRITE

There are two major innovations in the book *Spell, Say, and Write.*

*1. As indicated earlier, the writer has combined the phonics method with the whole word system in an attempt to show that both systems can work together to improve significantly the process of learning to read.

*2. The second innovation is that in all units mainly because of the function words, the program offers the learner the opportunity to read complete sentences immediately based upon the vocabulary in the unit.

3. The book has been programmed to elicit the skills of spelling, reading, writing, and comprehension of words and sentences.

4. Children will learn to read from this book because the units are composed from easy to difficult with a logical sequence of development.

5. There are many periodic reviews to invigorate and reinforce previous knowledge.

A TEACHER ALERT!

The teacher needs to read all of the directions. If students ask about the meaning of words, the teacher should give a practical everyday definition.

The students must master each unit before moving to the next lesson.

To help in the memorization of function words, the teacher should write the words on the board, spell and say each word, and ask for student response.

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UNIT 1

THE ALPHABET

To the teacher: The first essential student(s) task is to memorize the printed letters as indicated below. This book recommends the printed type of the alphabet for beginners mostly because all the words in the following lessons are printed and probably easier to write than the cursive alphabet which can be learned in a later year. Point out that there is a capital and small letter for each sound and that capital letters are mainly used to begin sentences and proper nouns. Do not go on until the student(s) can sound and write every letter legibly. Insist upon *small*, neat careful writing. This may take several days but will help to insure positive results later on. The student(s) should write all the letters the first time. After that, they should practice only on small letters because these they will be using over and over in the following pages. The lines below can be used for writing, but the letters may be written on tablets.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Write mostly small letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Note: If the teacher prefers, **a** may be written as ***a***.

TEACHER ALERT!

Since this program is also aimed at good penmanship, students should not go on until they can recognize and write all of the letters of the alphabet and especially the lower case letters.

In the following units, if some of the students have difficulty writing the words in the spaces provided, the author recommends tablets with lines be provided for those who need them. Encourage and praise the writing of small letters.

UNIT 2

THE VOWEL A

A a

To the teacher: Tell the student(s) that this is the capital type **A** they will use in their writing, and this is the small type **a** or ***a*** they should learn to write. Both types are used in this book.

Begin by telling them that both letters are often sounded and written as in the words ***Ann*** and ***mat***. Note: In all units, the key words should be written and explained on the board.

Directions: Underline the ***a*** in the words below and then spell the word, say it, and write it.

lap	_____	bag	_____	rag	_____	sat	_____
cat	_____	fan	_____	fat	_____	tag	_____
ran	_____	Sam	_____	Dan	_____	jam	_____
and	_____	pad	_____	rat	_____	Ann	_____
pass	_____	dad	_____	man	_____	nap	_____
had	_____	lap	_____	bat	_____	tag	_____
van	_____	Pam	_____	sad	_____	mat	_____

SENTENCE EXERCISES

There are many words called *whole words* that just have to be learned so that you will know how to say them when you see them. Some of the first words to learn are *the*, *will*, *is*, *can*, *on*, *its*, *my*, and *by*. Whole words are helpful in understanding sentences, a string of words that has meaning. Your teacher will write these words on the board and tell you how to say them perhaps over and over until you are sure you know them.

Can you now read the sentences below? Remember, always read from left to right!

1. Sam will pass the jam.
2. The cat is on its mat.
3. A man sat with Pam.
4. Dad will nap on the pad.
5. A rat ran by Dan.
6. Dan and Sam sat by the fan.
7. Sam will tag Ann.
8. A fat cat is on my lap.

THE VOWEL E

E e

This is the print type capital **E** and this is the small type **e** you will use in your writing.

The name ***Ted*** and the word ***set*** tell us how to say the **e** and how it is written in this unit.

As in the previous lesson, you should underline the **e** and then spell, say, and write each of the words below in the space after them. Try to write as carefully as you can.

tell	_____	pet	_____	egg	_____	get	_____
wet	_____	beg	_____	men	_____	leg	_____
set	_____	bet	_____	sell	_____	bell	_____
net	_____	Ben	_____	Ted	_____	pen	_____
yes	_____	them	_____	mess	_____	yell	_____
den	_____	red	_____	hen	_____	fed	_____

SENTENCE EXERCISES

As in the last lesson, you need to memorize some more whole words. Learn the following words, and when you know them, recite them to your teacher. *I*, *you*, *he*, *she*, *it*, *we*, *was*, *were*, *go*, *went*, *with* and *they*. After you know them, see if you can read the sentences below. Note: Personal pronouns are not function words.

1. We went with Ted.
2. The egg was a mess.
3. He is by the bed.
4. A fat rat ran on the mat.
5. She had a pet cat.
6. It is Sam by the bag.
7. You will go with Dan.
8. An egg was by the hen.
9. They ran by them.
10. I will pass the hat.
11. Dad can sell the pen.
12. Ben fed the cat.

UNIT 4

THE VOWEL I

I i

This is the print type capital **I** and this is the small type **i** that you will use in your writing. You can learn the sound of this letter in the name ***Bill*** and ***mill***.

Directions: First, underline the ***i*** in the word(s) below, then spell the word, say it, and then write it in the space. Use the print type.

big	_____	**did**	_____	**fill**	_____	**hill**	_____
sit	_____	**lip**	_____	**Tim**	_____	**did**	_____
lid	_____	**sip**	_____	**hit**	_____	**is**	_____
pin	_____	**big**	_____	**rib**	_____	**mill**	_____
Bill	_____	**bib**	_____	**Jill**	_____	**him**	_____
will	_____	**pill**	_____	**his**	_____	**bit**	_____

SENTENCE EXERCISES

Again, you need to memorize some new whole words such as the following: *one*, *two*, *three*, *four*, *five*, *six*, *seven*, *eight*, *nine*, *ten*.

After your teacher agrees that you know the words, see if you can read the sentences below.

1. Bill can fill the bag.
2. Five men did go with them.
3. One mill was by the hill.
4. Two and four is six.
5. Dan can hit the bat.
6. She is my pal.
7. Three and six is nine.
8. A bib was on the bed.
9. Jill can fill the bin.
10. Ann is six and Tim is seven.
11. A big bat bit Bill.
12. His hat is by Dad.

UNIT 5

A REVIEW OF SOME A, E, I, WORDS

The purpose of this lesson is to see if you can say the ***a, e, i,*** words that you have studied in the previous units. Just read each word aloud and your teacher will let you know if you are right.

pet	dad	pat	Ted	map	tap
did	fat	red	Jill	well	fill
bib	yes	yet	tell	rat	Ned
nap	jam	rib	web	lap	pad
sell	Ann	man	ran	hen	mill
rap	Ben	rag	less	Jim	Ed
will	bin	mad	rip	hip	mess
bag	dig	lip	bet	yell	peg
hill	Tim	bat	ban	hag	sad
den	Jill	wag	tan	win	pass
pig	ten	Bill	him	set	lass
hip	dip	wet	hill	Ann	win
tip	rip	ham	cap	bed	sip

A SUMMARY OF WHOLE WORDS

Can you now remember the whole words that you memorized? See if you can read the words below.

one	by	three	he	my	seven
the	two	its	four	six	went
is	they	on	can	it	eight
we	will	was	nine	were	ten
go	with	five	I	you	she
and					

SENTENCE EXERCISES

1. My dad will let me sit by him.
2. They can hit the ball.
3. Ted will go with his pal.
4. One man was wet.
5. Jim is six and I am five.
6. Ben went with them.
7. Our cat sat on my lap.
8. Ed and bill were by the fan.
9. We were sad.
10. His pet bit Ted.
11. Jill had my bat.
12. A hen sat on my lap.
13. They can pet the cat.
14. The mill was on the hill.

UNIT 6

THE VOWEL O

O o

This is the print type capital **O** and the small type **o** that you will use in your writing.

The name ***Bob*** and the word ***top*** tell us how the ***o*** is said in this lesson.

Directions: Underline the ***o*** in the word(s) below, then spell the word, say it, and write it. Try to write carefully in forming your letters.

doll	_____	pot	_____	nod	_____	hot	_____
got	_____	pop	_____	cot	_____	Tom	_____
fog	_____	not	_____	rob	_____	mop	_____
log	_____	Bob	_____	job	_____	jot	_____
mob	_____	hog	_____	lot	_____	moss	_____
hop	_____	sob	_____	hog	_____	top	_____
boss	_____	Ross	_____	dog	_____	boss	_____

SENTENCE EXERCISES

As before, you will need to memorize some more whole words. Learn the following words, and when you know them, recite them to your teacher. *This*, *that*, *has*, *have*, *had*, *our*, *your*, *but*, *at*, *after*. After you know them, read the sentences below.

1. This pot is hot.
2. That man has a job.
3. I will hop with Tom.
4. She had our mop.
5. Your boss is by the log.
6. Bill ran after Ed.
7. It was not Sam but Bob.
8. We have three dogs.
9. She did yell at the cat.
10. The fat hog sat by the mat.
11. They were not in the fog.
12. It was your dog that bit Ross.

THE VOWEL U

U u

This is the print type capital **U** and the small type **u** that you will use in your writing.

The name ***Gus*** and the word ***hum*** tell us how the ***u*** is said.

Directions: Underline the ***u*** in the words below, then spell the word, say it, and write it.

pup	_____	**tub**	_____	**run**	_____	**bug**	_____
hug	_____	**rub**	_____	**mug**	_____	**bun**	_____
Gus	_____	**bud**	_____	**sun**	_____	**rug**	_____
hum	_____	**dull**	_____	**but**	_____	**gun**	_____
bus	_____	**mutt**	_____	**fuss**	_____	**tug**	_____

SENTENCE EXERCISES

There are more whole words that you need to memorize at this time. Learn these words and then recite them to your teacher: *his, her, their, to, up, down, near, into, between, over, said,* and *could*. Can you read the sentences below?

1. He ran to the bus.
2. The sun went down over the hill.
3. The cat will tug at the rug.
4. Jim sat near me.
5. Jill will hug her dad.
6. Gus sat by the pup.
7. Their dog is by our cat.
8. He got up the hill.
9. A gun was on his hip.
10. He said that we could go.
11. She sat between Tom and Bill.
12. The mug fell into the tub.
13. His dad sat in the sun.
14. Jack and Jill went up the hill.
15. Their job is over.

UNIT 8

A REVIEW OF THE VOWELS

A E I O U

In previous units you have studied the vowels ***a, e, i, o, u***. The purpose of this lesson is to see if you can now identify and say all of the words below. Remember to look closely at the vowel in order to say the word correctly. Do not write them. Just say them.

hat	fun	tell	jazz	cat	Ann
get	buzz	big	let	wet	dog
dip	Dan	sap	rat	got	well
pat	set	rib	hum	fib	bib
but	Tim	hen	fog	sell	Ed
dad	men	bell	fig	sum	yet
hit	mass	nip	Jill	jam	gum
wig	rob	fuss	pad	doll	Bob
beg	web	big	Ned	fun	bus
moss	hop	sit	mill	tip	gas
egg	top	fill	pass	lap	net
mud	pan	nag	fog	bun	did

Below is a list of most of the words that you have memorized. See if you can get them all correct by saying them aloud to your teacher.

one	that	was	he	up	seven
the	by	five	four	our	near
is	two	with	can	your	into
we	they	had	nine	down	nine
go	said	at	after	my	she
this	her	their	but	six	ten
his	and	three	to	it	between
eight	could	has	have	its	will

UNIT 9

C K ck

The letters above are the capital **C** and ***K*** and the small ***c*** and ***k***. Both ***c*** and ***k*** sound alike as in ***cap*** and ***kid***. Note to the teacher: If the student appears not to know the meaning of any words in the following units, give him/her a practical everyday definition.

Directions: Underline the ***c*** or ***k*** in each word and then spell the word, say it, and write it.

cup	_____	**kit**	_____	**cab**	_____	**cog**	_____
kill	_____	**keg**	_____	**cuff**	_____	**cat**	_____
cop	_____	**cut**	_____	**cod**	_____	**can**	_____
cub	_____	**Ken**	_____	**cob**	_____	**Kim**	_____
cap	_____	**cuss**	_____	**kiss**	_____	**kid**	_____

SENTENCE EXERCISES

We need to memorize some more whole words to help us learn to read basic sentences. Learn the following words and when you know them, recite the words to your teacher: *why, when, what, because, since, from, of, for, often, us, these, those.* Now read the sentences below.

1. When Tom sat on the cot, a kid sat near him.
2. Why could she not go with them?
3. Because I like cats, we have two of them.
4. Ken and Kim will kill the fat rat.
5. What we did was to fill the kit.
6. The cub sat on a hill.
7. Bill was sad because his hat was in the mud.
8. Since it was his bat, Dan put it near his hat.
9. Why did you get off the bus?
10. I put the hen in the pen.
11. She often will sit by these cats.
12. What Sam and Dad did was to fix the gun.
13. It is where he put it.
14. When can you go to the mill?

UNIT 10

ck

Quite often, one can find words *ending* in ***ck***. Two examples are ***Jack*** and ***duck***. Underline the ***ck*** in each word and then spell the word, say it, and write it.

neck	_____	**buck**	_____	**Dick**	_____	**tuck**	_____
lock	_____	**sack**	_____	**deck**	_____	**luck**	_____
pick	_____	**Nick**	_____	**rack**	_____	**duck**	_____
rock	_____	**back**	_____	**dock**	_____	**sick**	_____
pack	_____	**kick**	_____	**tack**	_____	**tick**	_____

SENTENCE EXERCISES

Before you begin reading sentences, you need to memorize some more whole words. Learning these words will help a lot in reading more mature writing. The words are: *all*, *each*, *every*, *either*, *neither*, *few*, *many*, *most*, *much*, *several*, and *some*. After you think you know them, recite them to your teacher and then read the sentences below.

1. Several of the ducks sat on the dock.
2. Either Nick or Ken can pack the bag.
3. A few cups were put into the sack.
4. Neither one will tell about the lock.
5. Many of the men went by the rock.
6. Each sack was full.
7. Every man was in the hut.
8. Jill and Ann had most of the fun.
9. He can get the kit from Bob.
10. Some of his pack is on his back.
11. All of the men were with us.
12. Much of our luck was bad.
13. Dick will fill the bag.
14. A rock is on the hill.
15. He can not go with either one.

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UNIT 11

COMBINED LETTERS AT THE END OF WORDS - 1

Certain letters often combine at the end of words. For example, ***mist*** ends in ***st***, ***lift*** ends in ***ft***, ***land*** ends in ***nd***, ***bent*** ends in ***nt***, ***milk*** ends in ***lk***, ***desk*** ends in ***sk***, ***fact*** ends in ***ct***, ***bulk*** ends in ***lk***, ***elf*** ends in ***lf***, ***calm*** ends in ***lm***, ***help*** ends in ***lp***, ***melt*** ends in ***lt***, ***pump*** ends in ***mp***, ***wept*** ends in ***pt***, and ***lisp*** ends in ***sp***.

In the spaces below, underline the last two letters of each word and then spell the word, say it, and write it.

fact	_____	lift	_____	bulb	_____	milk	_____
calm	_____	help	_____	belt	_____	pump	_____
hand	_____	hint	_____	wept	_____	mask	_____
rest	_____	sift	_____	elf	_____	bulk	_____
tact	_____	gift	_____	camp	_____	send	_____
hunt	_____	last	_____	test	_____	melt	_____
pest	_____	rust	_____	tent	_____	jump	_____

WHOLE WORD MEMORIZATIONS

Learn the following whole words and then recite them to your teacher. *more*, *no*, *may*, *might*, *should*, *would*, *shall*, *must*, *in*, and *do*.

SENTENCE EXERCISES

1. He should rest more at camp.
2. Tom must stay in his tent.
3. The man will hint at what to do.
4. My dad did help me with the job.
5. Bill and I would try to get the cat.
6. I shall send you the belt.

WHOLE WORD REVIEW

Can you now read the whole words that you learned in the last three units?

why	no	all	each	more
every	either	what	when	shall
since	from	may	neither	might
of	few	should	for	in
do	would	many	often	most
much	several	these	some	those

UNIT 12

COMBINED LETTERS AT THE END OF WORDS - 2

As shown in the last unit, certain letters combine at the end of words. One letter that is seen frequently is ***s***. Two examples are the ***s*** at the end of ***sends*** and ***hunts***. In the words below, underling the ***s*** and then spell the word, say it, and write it.

hens	_____	**bats**	_____	**asks**	_____	**digs**	_____
beds	_____	**sells**	_____	**rips**	_____	**pants**	_____
cats	_____	**hops**	_____	**guns**	_____	**sulks**	_____
hats	_____	**lips**	_____	**bills**	_____	**helps**	_____
cuts	_____	**wigs**	_____	**jumps**	_____	**cuffs**	_____
hills	_____	**ducks**	_____	**fins**	_____	**pumps**	_____
buns	_____	**tubs**	_____	**lisps**	_____	**pills**	_____
hums	_____	**bugs**	_____	**cops**	_____	**elms**	_____
rests	_____	**mends**	_____	**mats**	_____	**ribs**	_____

WHOLE WORD MEMORIZATIONS

Learn the following whole words and then recite them to your teacher: *too*, *very*, *quite*, *really*, *any*, *across*, *about*, *above*, *along*, *among*, and *around*.

SENTENCE EXERCISES

1. When Sam cuts his hand, it mends fast.
2. The cat walks across any mat.
3. He sulks too much when he is around us.
4. Jan hums very much when she rests.
5. Dick sells eggs to them.
6. Some dogs are among the men.
7. His dad really yells at him.
8. He asks me to go along with him.
9. Our hats were by the men.
10. Joe talks about his trip.
11. Jim hunts for ducks above the hill.

UNIT 13

COMBINED LETTERS AT THE END OF WORDS - 3

There are other letters that combine at the end of words. A common ending, ***sh***, is found in many words such as ***dash***, ***sash***, and ***hush***. Other ending letters in this lesson are ***ng*** in ***hang***, ***nk***, in ***link***, ***ngs*** in ***lungs***, ***nks*** in ***banks***, and ***x*** as in ***wax***.

In the words below, underline the letters at the end of the words and then spell the word, say it, and write it. Be careful with your writing.

rush	_____	cash	_____	six	_____	push	_____
sing	_____	wax	_____	rung	_____	dash	_____
Max	_____	rank	_____	junk	_____	wish	_____
link	_____	hush	_____	winks	_____	fish	_____
sash	_____	sink	_____	fix	_____	bush	_____
mink	_____	song	_____	next	_____	ox	_____
dish	_____	long	_____	mush	_____	axe	_____

WHOLE WORD MEMORIZATIONS

Learn the following whole words and then recite them to your teacher: *before, below, beside, beyond, except, off, or, how, as if, so that, than, unless.*

SENTENCE EXERCISES

1. Dick did really push him into the mud.
2. The dish fell off the bed.
3. I will rush so that I can catch some fish.
4. Kim put her doll below the bed.
5. She then sat beside it.
6. The boy ran as if he would not get the cash.
7. He will go unless his dad says no.
8. The bush is beyond the hut.
9. Except for the rain, the lake was calm.
10. Before he left, he put on his hat.
11. Either he will stay there or walk home.
12. Dick will fix the sink next.

UNIT 14

COMBINED LETTERS AT THE BEGINNING OF WORDS - 1

You have seen and written combined letters at the end of the word. You will now see how letters combine at the beginning of words. Examples are: ***g*** plus ***lad*** becomes ***glad***, ***s*** plus ***lip*** becomes ***slip***, ***t*** plus ***win*** becomes ***twin***, ***c*** plus ***lap*** becomes ***clap***, ***bl*** plus ***end*** becomes ***blend***, ***s*** plus ***well*** becomes ***swell***, ***f*** plus ***lap*** becomes ***flap*** and ***s*** plus ***tub*** becomes ***stub***.

In the spaces below, combine the letter(s) and the word and then spell the word, say it, and write it. The symbol + means *plus*.

p + ***lump*** is	_____	***s*** + ***well*** is	_____	***c*** + ***lick*** is	_____
c + ***lap*** is	_____	***t*** + ***win*** is	_____	***f*** + ***lock*** is	_____
s + ***nag*** is	_____	***b*** + ***lend*** is	_____	***g*** + ***lad*** is	_____
b + ***lock*** is	_____	***s*** + ***cat*** is	_____	***f*** + ***lash*** is	_____
c + ***lamp*** is	_____	***b*** + ***lock*** is	_____	***s*** + ***tab*** is	_____
s + ***tub*** is	_____	***f*** + ***lop*** is	_____	***s*** + ***lip*** is	_____
s + ***wept*** is	_____	***sp*** + ***lint*** is	_____	***s*** + ***top*** is	_____

WHOLE WORD MEMORIZATIONS

There are several more whole words that need to be memorized now. They are: *like*, *through*, *under*, *without*, *within*, *until*, *while*, *as though*, and *although*.

SENTENCE EXERCISES

1. Bob and Don like each other.
2. He ran around and through the flock.
3. My cat is under the bed.
4. We are glad that he is without pain.
5. Although he is old, he really likes us.

WHOLE WORD REVIEW

Can you read the whole words that you learned in the last three units?

any	before	like	very	below
through	beside	quite	beyond	except
under	across	really	off	or
without	how	as if	so that	within
than	unless	about	until	while
above	as though	along	around	among

UNIT 15

qu as in quack, th as in think, wh as in whip, and thr as in through

There are more letters that combine at the beginning for words. Examples are: ***qu*** as in ***quick***, ***th*** as in ***this***, ***wh*** as in ***when*** and ***thr*** as in ***thrush***.

In the spaces below, combine the beginning letters with the letters after them. Use the method that helped you so far; combine the ***qu***, ***th***, and ***wh*** with other letters and then spell the word, say it, and write it.

th + ***at*** is	_____	***qu*** + ***iz*** is	_____	***wh*** + ***en*** is	_____
thr + ***ift*** is	_____	***th*** + ***ank*** is	_____	***thr*** + ***ush*** is	_____
wh + ***im*** is	_____	***wh*** + ***ip*** is	_____	***qu*** + ***ack*** is	_____
thr + ***ill*** is	_____	***th*** + ***em*** is	_____	***wh*** + ***iff*** is	_____
br + ***oth*** is	_____	***qu*** + ***ilt*** is	_____	***th*** + ***ump*** is	_____
sm + ***ith*** is	_____	***th*** + ***ing*** is	_____	***qu*** + ***it*** is	_____
qu + ***ill*** is	_____	***wh*** + ***isk*** is	_____	***cl*** + ***oth*** is	_____
thr + ***ash*** is	_____	***th*** + ***orn*** is	_____	***th*** + ***ick*** is	_____

SENTENCE EXERCISES

1. He and she thank the men.
2. Sam will block his dad.
3. The moth got his fill of cloth.
4. He will give the quilt to Bill.
5. Kim can tell that it is his yell.
6. Bob and Tom went to bed.
7. It was a thrill to win the quiz.
8. Gus will see a thrush in the brush.
9. When Tom rests, we sit by him.
10. A thorn was in his thumb.
11. Bill is quick to tell on Tom.
12. The duck will quack at him and her.
13. He sent the cloth to Jim.
14. The thorn will snag the quilt.
15. She will go when she is through.
16. Ted can mend the quilt.
17. He will thrill them with his song.

UNIT 16

ch as in chick, and ch as in match

There are two letters that frequently combine to form words both at the beginning and end of words. Examples are: ***ch*** beginning the word ***chick*** and ***ch*** ending the word ***match***.

In the spaces below, combine ***ch*** as indicated above. Remember to first spell the word, then say it, and write it.

ch + ***est*** is	_____	***bran*** + ***ch*** is	_____	***ri*** + ***ch*** is	_____
pin + ***ch*** is	_____	***cat*** + ***ch*** is	_____	***hun*** + ***ch*** is	_____
tren + ***ch*** is	_____	***ch*** + ***ip*** is	_____	***dit*** + ***ch*** is	_____
ch + ***op*** is	_____	***clut*** + ***ch*** is	_____	***pat*** + ***ch*** is	_____
ch + ***ap*** is	_____	***bun*** + ***ch*** is	_____	***clin*** + ***ch*** is	_____
fet + ***ch*** is	_____	***stit*** + ***ch*** is	_____	***ch*** + ***ill*** is	_____
not + ***ch*** is	_____	***mat*** + ***ch*** is	_____	***ran*** + ***ch*** is	_____
ch + ***um*** is	_____	***pun*** + ***ch*** is	_____	***su*** + ***ch*** is	_____

SENTENCE EXERCISES

1. The match is in the box.
2. Jim fell into the trench.
3. Bob will jump over the ditch.
4. Ann will go to the ranch.
5. A branch fell beside him.
6. You go and fetch Jill.
7. His pet had a chill.
8. They ran across the ditch.
9. Some rich men live at the ranch.
10. He saw a patch on the quilt.
11. It is a thrill to win the match.
12. A bunch of men sat on a bench.
13. Jim had a match in his hand.
14. He will catch the hen with his hands.
15. A branch fell by the hut.

UNIT 17

MORE COMBINED LETTERS

You have seen how letters combine at both the beginning and end of words. There are several other combined letters that form new words. Examples: The letter ***d*** plus ***rink*** becomes ***drink***, ***sc*** plus ***rub*** becomes ***scrub***, ***b*** plus ***rim*** becomes ***brim***, ***g*** plus ***rip*** becomes ***grip***, ***sh*** plus ***rug*** becomes ***shrug***, ***st*** plus ***ring*** becomes ***string***.

In the spaces below, combine the letters and the word and then spell the word, then say it, and write it. Form your letters carefully. The symbol + means plus.

c + *rack* is _____	*d* + *rip* is _____	*spr* + *ing* is _____
gr + *and* is _____	*sh* + *rug* is _____	*cr* + *ash* is _____
dr + *ink* is _____	*str* + *ing* is _____	*fr* + *ill* is _____
br + *ing* is _____	*c* + *rust* is _____	*dr* + *ess* is _____
str + *ong* is _____	*cr* + *amp* is _____	*fr* + *og* is _____
Fr + *ed* is _____	*dr* + *ank* is _____	*bl* + *ush* is _____
pr + *ank* is _____	*tr* + *ust* is _____	*gr* + *in* is _____
br + *at* is _____	*br* + *im* is _____	*cr* + *est* is _____

SENTENCE EXERCISES

1. Some string was on the desk.
2. The fish was fresh.
3. Fran will blush often.
4. Our trip was a lot of fun.
5. Do you trust her?
6. He will drink with the cup.
7. It was a grand prank.
8. Fred trusts us.
9. He will grin at her.
10. The men cut the brush.
11. He cracks each nut.
12. Jim will bring his bat.
13. Kim and Jill were left at the hill.
14. The drill cut my hand.

UNIT 18

A REVIEW OF COMBINED LETTERS AND WORDS

In the lessons so far, you have seen words changed by adding letters at the beginning and end of words. It is important to know if you can spell and say most of the words you have had. This is called a review and will include many of the words you studied.

By now, you should know how to spell and say words. For example: To know the word *jump*, one first spells it as j-u-m-p and then say it and write it. In this lesson you will not need to write the words because you have written most of them already. Now see if you can spell and say the words below.

hands	press	acts	stick	mush	blend
Max	crash	hunt	grip	grill	sash
glad	bills	sing	tent	drift	help
crib	mint	brat	drank	bump	flock
sunk	truck	strip	dump	hump	strip
dust	gift	block	bugs	melt	sells
hums	self	digs	vest	crest	scamp
limp	send	frill	sulks	stop	bend
gang	jump	brand	skin	skip	tells
song	bran	fact	mist	pest	lift
drum	rest	wings	stem	crash	kept
lips	step	flash	bats	tank	gulps

WHOLE WORD REVIEW

In the list below, can you remember the whole words below? Spell and say as many as you can. These are not all the whole words that you learned.

the	eight	him	was	could	most
four	that	several	our	as if	unless
this	her	have	when	seven	after
his	some	their	should	for	must
why	most	every	between	of	how
all	may	very	near	because	off
more	were	up	quite	those	than
before	has	with	beside	from	until
to	what	either	through	above	into
but	might	down	under	without	your

UNIT 19

a as in Jane and are as in mare

In this lesson, you will need to find the difference between the ***a*** as in a word like ***Jane*** and the ***are*** as in ***mare***.

In the spaces below, underling the ***a*** or the ***are*** and then spell the word, say it, and write it. Are you still neat in forming your letters?

rare	_____	same	_____	bake	_____	share	_____
cave	_____	snare	_____	grate	_____	care	_____
gate	_____	square	_____	dare	_____	slave	_____
hare	_____	take	_____	blare	_____	lame	_____
spare	_____	stare	_____	spade	_____	glare	_____
fare	_____	bare	_____	grade	_____	make	_____

SENTENCE EXERCISES

1. Sam will take the dog with him.
2. It was the same cave.
3. A hare ran by me.
4. We will share our doll.
5. Jim and Ed will snare the hare.
6. Kate ate the cake.
7. The spade was by the mare.
8. Kim did stare at him.
9. Bob and Paul went to the cave.
10. That slave is lame.
11. What he did was to pick up the snake.
12. The rake lay on the grass.
13. I dare you to try to scare me.
14. He dug with my spade.
15. Ross did stare at us.
16. Ned will try to scare Jane and Kim.
17. A rat ran into the cave.

UNIT 20

OTHER VOWEL SOUNDS

At the beginning of this book, you learned the vowel sounds as ***a*** in ***mat***, ***e*** as in ***net***, ***i*** as in ***pin***, ***o*** as in ***dog***, and ***u*** as in *bug*.

In this lesson, you will be concerned first with ***a*** as in ***day***. In the spaces below, underline the *a* or *ai*, *air* and then spell the word, say it, and write it. Do your best writing in forming the letters.

lay	_____	clay	_____	fair	_____
jail	_____	mail	_____	late	_____
way	_____	wait	_____	bait	_____
hay	_____	stay	_____	drain	_____
say	_____	hail	_____	lair	_____
pair	_____	jay	_____	strain	_____
bay	_____	paid	_____	trail	_____
chair	_____	pray	_____	faint	_____
came	_____	chain	_____	frail	_____
ray	_____	aim	_____	maid	_____

SENTENCE EXERCISES

1. The mail came on the train.
2. Our kids will play with the clay.
3. Dad has paid the maid.
4. She waits for him at the gate.
5. Kim felt faint and will stay in bed.
6. The dog ran along with us.
7. Jack did fail the test.
8. They ran across the trail.
9. Ann will dust the chair.
10. The fish lay on the dish.
11. It is a fair day.
12. Joe would not aim the gun at Ted.
13. We will wait for the mail at the trail.
14. The wind and the hail put a strain on us.

UNIT 21

a as in far and cart

In previous lessons, you learned about the ***a*** in ***mat*** and the ***a*** in ***day***. This lesson will be about the ***a*** sound in ***car*** and ***dark***, for example. In the spaces below, underline the ***ar***, spell the word, say it, and write it.

park	_____	dark	_____	star	_____
farm	_____	card	_____	sharp	_____
bark	_____	scarf	_____	shark	_____
march	_____	arch	_____	Mark	_____
hard	_____	ark	_____	arm	_____
darn	_____	harp	_____	start	_____
yard	_____	Carl	_____	chart	_____
yarn	_____	harm	_____	car	_____
charm	_____	jar	_____	are	_____

SENTENCE EXERCISES

1. The car is in the park.
2. Mark is a smart dad.
3. A scar was on his arm.
4. The barn was in the back yard.
5. Jill and Ann will march with the band.
6. Our dog will bark at any car.
7. They play cards every day.
8. A marsh is in our yard.
9. She has a scar on her arm.
10. We will start the march with the harp.
11. That tar is hard.
12. She will grip and darn the scarf.
13. The harm was in his charm.
14. Carl and Jill saw the star in the dark.
15. He swam from the shark.
16. The maid will rake the yard.
17. We saw the arch.
18. A quail sat in the park.

UNIT 22

au, alk, all, alt, aw

The letter ***a*** also combines with other letters. Examples: ***au*** as in ***Paul***, ***aw*** as in ***jaw***, ***alk*** as in ***walk***, ***all*** as in ***wall***, and ***alt*** as in ***halt***.

In the spaces below, underline the combined letters ***au***, ***alk***, ***all***, ***alt***, or ***aw*** when they occur in the words below. Then spell the word, say it, and write it.

talk	_____	saw	_____	call	_____
bawl	_____	haul	_____	wall	_____
flaw	_____	malt	_____	walk	_____
ball	_____	thaw	_____	crawl	_____
bald	_____	Walt	_____	tall	_____
fault	_____	claw	_____	hall	_____
shawl	_____	small	_____	chalk	_____
all	_____	straw	_____	law	_____
brawl	_____	raw	_____	hawk	_____

SENTENCE EXERCISES

1. Walt went for a walk.
2. The tall man did talk with the small kid.
3. We saw him haul it to the dump.
4. There was a flaw in the cloth.
5. Jim and Ed will get into a brawl.
6. Her shawl is on her bed.
7. He will talk with him and bawl him out.
8. All of the boys are in the room.
9. The cat's paw had mud on it.
10. Paul will crawl on the mat.
11. The meat was raw when he ate it.
12. The girls did draw a tall tree.
13. The malt that they drank was good.
14. A bald man sat by me.
15. To catch the ball, he fell down.

UNIT 23

e as in she, ee as in deer, and ea as in each

In one of the first lessons, you learned that ***e*** can be sounded as ***bet***. In this lesson, you will learn words that have the ***e*** sound as in ***she***. Sometimes there will be two ***ee***'s as in ***deer***, and ***ea*** as in ***each***. In the spaces below, first underline the ***e***, ***ee***, and ***ea*** and then spell the word, say it, and write it.

me	_____	feet	_____	heat	_____
weep	_____	steel	_____	stream	_____
he	_____	gear	_____	leap	_____
seem	_____	seat	_____	peach	_____
be	_____	wheel	_____	speak	_____
dream	_____	sheep	_____	meet	_____
beat	_____	greet	_____	bee	_____
neat	_____	wheat	_____	seen	_____
keep	_____	peep	_____	street	_____
meat	_____	reach	_____	teach	_____

SENTENCE EXERCISES

1. His dad will speak to us about it.
2. My dream was about a queer sheep.
3. We had tea and meat to eat.
4. Ted will keel over from the heat.
5. Jim will stay a week.
6. Some bees bit me on the cheek.
7. Kim can speak about the trip.
8. She will reach the stream.
9. The three men were free to leave.
10. Many weeds were seen at the beach.
11. The sweet tea made me ill.
12. Some seed fell at my feet.
13. A steer was by the stream.

UNIT 24

i as in tie and cry

In your early lesson on vowels, you learned that ***i*** can be sounded as in ***bit***. Now you will see that ***i*** can be sounded like the sound in ***tie***. This ***i*** sound is the same in ***cry***. In the spaces below, underline the ***i*** or ***y*** and then spell the word, say it, and write it.

sky	_____	bind	_____	dry	_____
try	_____	blind	_____	kind	_____
dried	_____	mild	_____	child	_____
by	_____	fly	_____	why	_____
shy	_____	cries	_____	pie	_____
find	_____	grind	_____	sign	_____
fry	_____	tie	_____	tied	_____
flies	_____	sly	_____	lie	_____
my	_____	die	_____	tried	_____

SENTENCE EXERCISES

1. Jack will try to fly his kite.
2. Her baby cries a lot.
3. Kim is shy but kind.
4. He will try to find a kind child.
5. That child will mind his dad.
6. Each day the sky is clear.
7. They dried their hands with a cloth.
8. Tom and Bob tried to eat all of the pie.
9. Each day the wind is dry and mild.
10. I saw why he did not go with them.
11. Dick went with the child.
12. The blind man sat on the chair.
13. If one has a cut, bind it with a cloth.
14. I went with them to fly the kite.
15. His pie seems dry.

UNIT 25

er as in herd, ir as in dirt, and ur as in curb

In this lesson, you will be asked to look for the ***er*** as in ***herd***, the ***ir*** as in ***dirt***, and the ***ur*** as in ***curb***. In the spaces below, underline either the ***er***, the ***ir***, or the ***ur*** and then spell the word, say it, and write it.

her	_____	birch	_____	twirl	_____
hurl	_____	Bert	_____	fur	_____
girl	_____	churn	_____	burn	_____
bird	_____	stir	_____	sir	_____
thirst	_____	squirm	_____	burst	_____
turn	_____	chirp	_____	shirt	_____
whirl	_____	burr	_____	curb	_____
firm	_____	perch	_____	curl	_____
clerk	_____	surf	_____	church	_____

SENTENCE EXERCISES

1. The herd will walk to the barn.
2. Amy and Jill can take turns.
3. They did hear the bird chirp.
4. The girls can whirl and turn in the dance.
5. That cat does purr often.
6. Bert may go to church.
7. The first day is for the girls.
8. My dad is stern with me.
9. His name, sir, is Dick.
10. The car could turn over.
11. He came on the third day.
12. The clerk sat on his chair.
13. It is your turn to go.
14. The sky burst with rain.
15. Jim and Bob ran into the surf.

UNIT 26

A REVIEW OF SOME VOWELS COMBINED WITH OTHER LETTERS

In this review, you should be able to spell and say the words below. Since you have written these words in previous lessons, it will not be necessary for you to write them again. Just spell and say the words.

fare	hare	try	share
shy	grind	paid	tried
arm	pray	squirm	dare
hard	birch	march	chart
star	farm	screen	pie
talk	all	fraud	great
steel	neat	stream	paw
bake	game	spade	trade
child	find	pie	drain
boy	stay	quail	art
dirt	stir	chirp	fault
flew	yard	small	speak
keep	lawn	teach	fly
blush	beat	spent	mild

A REVIEW OF SOME WHOLE WORDS

Can you now recognize whole words that you learned? Spell and say the words below. This is not a complete list.

had	the	this	with	since
their	to	although	until	unless
but	several	few	an	will
over	many	any	five	seven
could	each	much	near	into
in	is	would	no	those
do	where	shall	of	by
about	as if	does	three	can
around	without	too	on	did
who	are	down	because	except
should	that	might	after	quite

UNIT 27

o as in snow and hold

In this lesson, you will learn more about the ***o*** sound. The word ***pot*** is the ***o*** sound you heard earlier. In this lesson, the ***o*** sound appears in words like ***snow*** and ***bold***. In the spaces below, underline the ***o***, spell the word, and say it, and write it.

blow	_____	row	_____	slow	_____
scold	_____	roll	_____	Joe	_____
boat	_____	goat	_____	mow	_____
crow	_____	old	_____	cold	_____
so	_____	roam	_____	bold	_____
bolt	_____	show	_____	roast	_____
throw	_____	soak	_____	load	_____
dole	_____	broke	_____	oath	_____
bowl	_____	soap	_____	told	_____
foam	_____	crow	_____	moan	_____

SENTENCE EXERCISES

1. When it is cold, he sits in his chair.
2. We had a roast at our meal.
3. Joe owns a boat.
4. The road ends here.
5. Dad told me about his own life.
6. My goal is to own a boat.
7. We fed the dog with a bone and some meat.
8. A crow flies over me each day.
9. She did scold me that day.
10. Sam will stroll at the beach.
11. His colt was by the hut.
12. The crow sat on the float.
13. She is old and has a lot of gold.
14. Ted did throw the rock at Tom.

UNIT 28

o as in broom, took, and moor

The ***o*** sound earlier in this book was the ***o*** as in ***nod*** and ***pod***. The double ***oo*** you will now see is sounded like ***bloom***, ***took***, and ***moor***. In the spaces below, underline the two ***oo***'s and then spell the word, say it, and write it.

roof	_____	poor	_____	troop	_____
soon	_____	broom	_____	spoon	_____
too	_____	hoof	_____	tool	_____
spool	_____	stood	_____	crook	_____
hook	_____	food	_____	look	_____
cool	_____	hood	_____	shoot	_____
wool	_____	stool	_____	noon	_____
nook	_____	book	_____	smooth	_____
droop	_____	coop	_____	scoop	_____
foot	_____	boost	_____	good	_____

SENTENCE EXERCISES

1. The troops will march by foot.
2. He sat on the hood of his car.
3. Soot was all over the room.
4. Jim cut his hand with the hook.
5. The ice rink was smooth.
6. The fool fell from the stool.
7. The two men will jump into the pool.
8. Joe took the book to the pool.
9. The root of the plant looks old.
10. A cool wind blew at us.
11. The chair was made of wood.
12. Bob and Ed took the tool with them.
13. Our hens were out of the coop.
14. She will look for the stool at noon.
15. My dad shoots pool every day.
16. No one snoops in my room.

UNIT 29

oi as in boil, and oy, as in boy

The vowel sound ***o*** sometimes combines with the ***i*** to make the ***oi*** sound as in ***boil***. Also, the ***o*** can combine with ***y*** to make the ***oy*** as in ***boy***. In the spaces below, underline the ***oi*** or ***oy*** and then spell the word, say it, and write it.

oil	_____	toys	_____	spoil	_____
boy	_____	coy	_____	join	_____
coin	_____	Roy	_____	joy	_____
soil	_____	joint	_____	moist	_____
point	_____	foil	_____	hoist	_____
boil	_____	soy	_____	broil	_____
toy	_____	toil	_____	foist	_____
boys	_____	coil	_____	loin	_____

SENTENCE EXERCISES

1. The air is moist.
2. Roy put oil in his motor.
3. Jill is coy at times.
4. The boys left their toys on the beach.
5. Those men will hoist the ore.
6. She would spoil our game.
7. His dad was full of joy.
8. Ed dug into the soil.
9. Will you join me in a walk?
10. His sister will broil the meat.
11. One can toil a lot and not get much.
12. We will point the way for you.
13. The boys did join the troop.
14. They took several coins from the bank.
15. He will spoil our fun in every way.

UNIT 30

or as in corn

Another ***o*** sound is the combined ***or*** as in ***corn***. In the spaces below, underline the ***or***, spell the word, then say it, and write it.

born	_____	**north**	_____	**horn**	_____
fork	_____	**short**	_____	**fort**	_____
storm	_____	**torch**	_____	**sport**	_____
for	_____	**sore**	_____	**sworn**	_____
worn	_____	**thorn**	_____	**lord**	_____
pork	_____	**short**	_____	**sort**	_____
cork	_____	**stork**	_____	**or**	_____
cord	_____	**snort**	_____	**port**	_____
scorn	_____	**porch**	_____	**form**	_____

SENTENCE EXERCISES

1. She wore her hat in the sun.
2. The thorn hurt his finger.
3. The plan was good for him.
4. The stork did fly north.
5. I shall sort the new books.
6. His dog ate the pork.
7. The port was near the beach.
8. A cord lay by his bed.
9. We were short of corn at our meal.
10. It was a sport to blow the horn.
11. Joe gave away the cork.
12. Tom or Ben will torch the straw.
13. They sat near the hut in the storm.
14. No one should eat the corn.
15. The men will storm the fort.
16. The fork lay by his plate.
17. Ted ate his pork by noon.
18. Bert and Ed sat in the north room.

UNIT 31

ou as in our and ow as in clown

The vowel sound ***o*** often combines with ***u*** as in ***our***, and again, the vowel ***o*** combines with ***w*** to make the sound ***ow*** as in ***clown***. In the spaces below, underline the ***ou*** or the ***ow*** and then spell the word, say it, and write it.

out	_____	clown	_____	how	_____
shout	_____	growl	_____	prowl	_____
flour	_____	fowl	_____	cow	_____
town	_____	sour	_____	bound	_____
couch	_____	ground	_____	loud	_____
found	_____	pound	_____	down	_____
proud	_____	now	_____	spout	_____
round	_____	howl	_____	scout	_____
bout	_____	owl	_____	brown	_____
sprout	_____	frown	_____	mouth	_____

SENTENCE EXERCISES

1. My dad is proud of me.
2. Our dogs will howl at that noise.
3. A deep pond can drown you.
4. The pig's snout is brown.
5. Ray found the ball on the ground.
6. It was a bout between Bob and Ted.
7. He put flour into the bowl.
8. Fido, our dog, often growls at us.
9. The sun will help the sprout to grow.
10. The cats prowl around our farm.
11. That howl is loud.
12. We bought a pound of apples.
13. Jane had a frown on her face.
14. The scout will help us find our way.
15. He did spill the flour on the floor.

UNIT 32

u as in true and ew as in stew

Here you will learn more about he ***u*** sound. The words ***run*** and ***fun*** were examples of how it was said before. In this lesson, ***u*** will sound like the ***u*** in ***true*** and the ***ew*** in ***stew***. In the spaces below, underline the ***u*** or the ***ew***. Then spell the word, say it and write it. Write carefully.

new	_____	drew	_____	Sue	_____
glue	_____	flew	_____	blue	_____
crew	_____	true	_____	news	_____
slew	_____	due	_____	brew	_____
screw	_____	chew	_____	threw	_____
pew	_____	strew	_____	grew	_____
few	_____	blew	_____	cue	_____

SENTENCE EXERCISES

It will be helpful in writing more mature sentences if you will now memorize some more whole words. Learn the following words and when you think you know them, recite them to your teacher. They are: *everybody*, *nobody*, *somebody*, *anybody*, *no one*, *someone*, *anyone*, *everything*, *nothing*, *something*, and *anything*. Note to the teacher: These words are not in the list of function words in the preface. They can, however, be helpful in beginner reading.

1. Everyone will help with the task.
2. The wind blew everything away.
3. Somebody will lock the door.
4. No one threw the bat at Jim.
5. Sue left without anything to say.
6. Someone in the crew was off the ship.
7. Nobody could find the glue.
8. The ducks flew over everything.
9. Anyone could be on the dock.
10. Nothing stopped the train that was due.
11. We did not find anybody there.
12. They will ask him about something.

UNIT 33

u as in June and cure

Another ***u*** sound is different from the ***u*** sound in ***true*** and ***stew***. This sound can be heard as in the words ***June*** and ***cure***.

As before, in the spaces below, underline the ***u*** and then spell the word, say it, and write it.

mule	_____	Luke	_____	cure	_____
nude	_____	crude	_____	tune	_____
rude	_____	rule	_____	flute	_____
muse	_____	cube	_____	mute	_____
brute	_____	pure	_____	June	_____
use	_____	tube	_____	prune	_____
cute	_____	suit	_____	dune	_____
prude	_____	fluke	_____	duke	_____

SENTENCE EXERCISES

1. Luke can play the flute.
2. The huge man is a brute.
3. All of us must learn the rule.
4. His suit did not fit him.
5. The prune was good to eat.
6. A mute is one who does not speak.
7. The oil was clean and pure.
8. June sat between Jim and Bob.
9. She is cute.
10. His son was rude to us.
11. The mule did balk.
12. Luke is his name.
13. Dick will play a tune on his flute.
14. One should not be rude.
15. An ice cube sat in the glass.
16. Luke will try to mute the flute.
17. Kim is a prude but still fun.

UNIT 34

A REVIEW OF WHOLE WORDS

Below is a list of certain whole words that you were asked to memorize. Can you say most or all of them?

the	will	is	can	on	its	my
by	I	you	he	she	it	we
and	was	were	go	went	with	one
two	three	four	five	six	seven	eight
nine	ten	this	that	these	those	has
have	had	but	at	after	our	your
his	her	their	to	up	down	near
into	between	over	said	could	why	when
where	what	because	since	from	of	for
often	us	them	and	all	each	every
either	neither	few	many	most	much	some
several	some	more	no	may	might	must
should	would	shall	in	do	not	too
very	quite	really	any	across	about	above
along	among	around	before	below	beside	off
beyond	except	or	until	unless	as if	than
like	through	although	while	as though	without	how
everybody	nobody	somebody	anybody	everyone	no one	anyone
someone	everything	nothing	something	anything		

SENTENCE EXERCISES

1. May I help you?
2. Our dog will growl at anyone and everything.
3. We shall help everyone.
4. Although he left, we still miss him.
5. He walks around without a hat.
6. The men go because they want to see him.
7. Nothing was left for the cat.
8. A few apples were on the ground.
9. They really would like to go.
10. No one said that he was ill.
11. Someone must go with us.
12. Nobody did anything about the mess.

UNIT 35

The ed Ending

When one speaks or writes about events in the past, the ***ed*** ending occurs very often. For example, the word ***rest+ed*** becomes ***rested***. Frequently, words like ***stop*** add a ***p*** and become ***stopped***.

In the spaces below, underline the ***ed*** and then spell the word, say it, and write it.

played	_____	pinched	_____	shouted	_____
sailed	_____	scratched	_____	crawled	_____
robbed	_____	boiled	_____	dropped	_____
wiped	_____	spotted	_____	cracked	_____
wished	_____	boxed	_____	followed	_____
growled	_____	charmed	_____	matched	_____
pinned	_____	leaped	_____	canned	_____
jumped	_____	tipped	_____	patched	_____
called	_____	fixed	_____	needed	_____
added	_____	hissed	_____	slammed	_____

SENTENCE EXERCISES

1. Jim boxed with Roy.
2. Our cat scratched my hand.
3. The girls followed the teacher.
4. Kevin slammed the door on his finger.
5. It hurt, but healed later.
6. Brian cracked the nuts and Gwynne ate them.
7. Mommy canned some fruit.
8. Dad charmed everyone.
9. The bees buzzed around his head.
10. Our kittens jumped and played all day.
11. Some ants crawled across the floor.
12. The boys leaped into the pool.
13. Dad fixed the toy.
14. She played with the kitten.

UNIT 36

The ing Ending

The ***ing*** ending occurs often in words. Examples: The word ***care*** can become ***caring*** and the word ***grab, grabbing***. In the spaces below, underline the ***ing*** and then spell the word, say it, and write it.

bedding	_____	**licking**	_____	**running**	_____
sobbing	_____	**sledding**	_____	**trimming**	_____
whipping	_____	**slipping**	_____	**jumping**	_____
rubbing	_____	**budding**	_____	**canning**	_____
spelling	_____	**setting**	_____	**sagging**	_____
stirring	_____	**sipping**	_____	**stunning**	_____
scraping	_____	**begging**	_____	**wiping**	_____
letting	_____	**buzzing**	_____	**hoping**	_____
hopping	_____	**filling**	_____	**betting**	_____
skipping	_____	**brimming**	_____	**tugging**	_____

SENTENCE EXERCISES

1. The plants on the lawn are budding.
2. Boys and girls were sledding on the hill.
3. I was hoping that you would do it.
4. Ann and Jill were changing their bedding.
5. Dad is letting us go with him.
6. The girls were skipping and hopping around.
7. Kim put topping on the cake.
8. The cat was rubbing his paw.
9. She is sobbing because of the pain.
10. Some men were betting on the race.
11. Our cat is purring and taking a nap.
12. We went shopping with them.
13. Fred was dipping his toe in the pond.
14. We will soon be quitting our job.
15. He is bringing the food to us.
16. She looked stunning in her new hat.

45 A

A REVIEW OF MORE VOWELS COMBINED WITH OTHER LETTERS

You should be able to spell and say the words below. Since you have had these words in the previous lessons, you will not have to write them again.

Just spell and say them.

blowing	crowed	pool	strolled
wood	roll	stoop	food
fishing	bore	boat	filled
score	too	north	walked
found	out	soil	grew
outing	card	due	mute
opened	growling	pure	roaming
loading	drew	scolded	book
spool	brute	brood	spoiling
coin	cooled	moist	short
looked	joint	cork	smiled
frown	scout	howled	brown
fee	cow	glue	clowning
rude	fee	suit	soaked

WHAT IS A PARAGRAPH?

You have read many sentences in the past lessons. If you write a string of sentences about something or someone and tell what happened, you will then have written a *paragraph*. Below is a sample of a short paragraph.

A FISH STORY

One day, Bill and Ted went fishing at a small lake near their home. To get there, they had to cross a small stream that was filled with water. They walked into the water with care but found that their legs and feet were getting very wet. They were so soaked that they had to get out of the stream and go home as fast as they could, so as not to catch cold. They ran fast and got there in a short time. When they opened the door, Dad looked at them and smiled and said, "Where are the fish?" Heads down, they went to their room to get some dry clothes. You can see that this is a fish story!

46

UNIT 38

y, ies, ied, ier, ily

Some words ending in ***y*** can change their forms by dropping the ***y*** and adding ***ies*** or ***ied*** as in ***carry, carries***, and ***carried***. A few other words like ***happy*** can change their form by dropping the ***y*** and adding ***ier***, ***iest***, or ***ily***. An example is ***happy, happier, happiest, happily***. In the spaces below, underline the ***y, ies, ied, ier, iest***, or ***ily*** and then spell the word, say it, and write it.

kitty	_____	bunny	_____	daily	_____
sillier	_____	sunniest	_____	babies	_____
carried	_____	puppies	_____	happier	_____
happily	_____	funny	_____	baby	_____
stories	_____	daddy	_____	thirty	_____
fairies	_____	sleepily	_____	ladies	_____
silliest	_____	forty	_____	gladly	_____
thirstiest	_____	carries	_____	ponies	_____
parties	_____	funnier	_____	shady	_____
berries	_____	handily	_____	witty	_____

SENTENCE EXERCISES

1. John is a witty person.
2. It was a silly remark.
3. The girls walked happily home.
4. Their stories were funny.
5. I carried the wagon to our house.
6. Thirty men were in the race.
7. Mary was the thirstiest of all.
8. Our kitty hops and jumps every day.
9. One clown was funnier than the rest.
10. We looked at the ponies.
11. I will gladly help him and her.
12. The babies cried every day.

46 A

UNIT 39

TWO-SYLLABLE and THREE-SYLLABLE WORDS

A syllable may be ***several letters*** joined to another word as in ***Tues***, a syllable, plus ***day***, another syllable, becoming ***Tuesday***. Two ***words*** joined as in ***class+room*** become ***classroom***. ***Tuesday*** and ***classroom*** are examples of a two-syllable word. A three-syllable word has ***three*** parts as in ***No-vem-ber*** becoming ***November***.

In this lesson, you will not need to do any writing. See if you can sound these longer words into two or three syllables as indicated above. If the word has two syllables, write a ***2*** after it and if it has three syllables, write a ***3*** after it as indicated below.

leapfrog 2	discover	himself	tower
enjoyment 3	flowers	September	birthday
window	mailbox	steamboat	Saturday
scarlet	away	hamburger	counter
complain	swallow	follower	confess
yellow	Herbert	belong	longest
cartoon	reply	showers	July
punishment	widow	railroad	booklet
raincoat	jeweler	answer	return
borrow	numbers	butterfly	submit

SENTENCE EXERCISES

1. Herbert ate the whole pie.
2. A train came down the railroad track.
3. There were ten numbers on the tablet.
4. We had hamburgers for our lunch.
5. This is the shortest way.
6. The burglar was caught in the trap.
7. Our mailbox holds a lot of letters.
8. The steamboat cruised down the river.
9. Ed stood at the counter to wait his turn.
10. The cartoon was funny.
11. I put on my raincoat and went outside.
12. Amy did not complain about the food.

UNIT 40

A REVIEW OF MORE ENDINGS

In this review of words, you will need to look for these endings: ***ed, ing, y, ies, ied, ier***, and ***ily*** endings. Do not write the words but spell and say them. There will be some two-syllable and 3-syllable words.

played	towel	crawled	leapfrog
sobbing	boiled	Saturday	followed
funny	counter	booklet	return
daddy	window	yellow	punishment
himself	rubbing	letting	skipping
answer	fussy	carries	sunniest
sailed	curly	ponies	shady
hoping	belong	smaller	babies
betting	pinched	window	matched
fairies	wiped	swallow	jeweler
steamboat	setting	shouted	called
booklet	sledding	wished	adding
crying	flowers	stirring	hopping
blocked	ladies	stunning	flipping

A GUESSING GAME

Below is a number of sentences and each has a blank or missing word. Read the sentence and then look for the right word in the column on the left and write it in the blank.

pinched	1. The ants _____ into the hole.
window	2. Amy was _____ because her finger hurt.
smaller	3. The clown was very _____ .
leapfrog	4. Jim is _____ than Bob.
sobbing	5. It was cold because the _____ was open.
crawled	6. She _____ Ann who then cried.
funny	7. The man _____ at us to go away.
shouted	8. We played _____ on the grass.

UNIT 41

ce, ci, cy

In this lesson, look for ***ce***, ***ci***, and ***cy*** in the words below. Underline them and then spell the word, say it, and write it.

lacy	_____	cell	_____	place	_____
dances	_____	fencing	_____	since	_____
cider	_____	concert	_____	pencil	_____
mercy	_____	cent	_____	cinder	_____
slice	_____	Nancy	_____	Grace	_____
cinch	_____	circle	_____	ounces	_____
space	_____	braces	_____	choice	_____
city	_____	pounce	_____	Francis	_____
Bruce	_____	ace	_____	voice	_____

SENTENCE EXERCISES

1. We drank cider on our picnic.
2. Nancy drew a circle on her paper.
3. His voice seems loud.
4. Since you left, it has been quiet here.
5. Some mice eat almost everything.
6. Tom is a cinch to win the race.
7. They were at the mercy of the robbers.
8. The boys spaced their sentences well.
9. She wore a lacy dress.
10. My dad sliced the meat.
11. She wore braces on her teeth.
12. Grace dances well.
13. My circles are not round.

UNIT 42

er and le

Many words end in ***er*** or ***le***. Examples: ***er*** as in ***helper*** and ***le*** as in ***ankle***. In the spaces below, underline the ***er*** or ***le***, spell the word, say it, and write it.

rocker	_____	snuggle	_____	better	_____
able	_____	slipper	_____	dresser	_____
pickle	_____	snicker	_____	rubber	_____
jingle	_____	uncle	_____	farmer	_____
bottle	_____	juggler	_____	jumper	_____
summer	_____	fiddle	_____	coddle	_____
saddle	_____	apple	_____	dinner	_____
handle	_____	pepper	_____	platter	_____
skipper	_____	apple	_____	stopper	_____
cattle	_____	table	_____	angle	_____

SENTENCE EXERCISES

1. The dresser stood by the bed.
2. He slept on the upper level.
3. Five kids gave the teacher an apple.
4. Dad can handle the axe well.
5. The baby dropped its bottle.
6. Our table was filled with food.
7. Everybody in our family is a helper.
8. Brian can play the fiddle.
9. He snuggles under the sheets.
10. Kevin is the winner of the game.
11. It is time to blow out the candle.
12. The farmer near our place plants beans.
13. Bob can handle the tool well.
14. Some cattle walked on our grass.
15. Every summer we have a lawn party.
16. My shoes are made of foam rubber.
17. He spilled pepper on the table.

UNIT 43

ge, gi, gy, dge, dgi

The combined letters as ***ge*** in ***page***, the ***gi*** in ***magic***, and the ***gy*** in ***stingy*** are often found in words. Also, the ***dge*** in ***fudge*** and the ***dgi*** in ***nudging*** occur in certain words. In the words below, first underline these combined letters, then spell the word, say it, and write it.

huge	_____	stage	_____	larger	_____
hedge	_____	grudge	_____	sledge	_____
gem	_____	wage	_____	gadget	_____
ginger	_____	magic	_____	charge	_____
engine	_____	George	_____	forge	_____
pigeon	_____	dredge	_____	wages	_____
midget	_____	Gene	_____	energy	_____
strange	_____	cage	_____	changing	_____
ledge	_____	engine	_____	damage	_____

SENTENCE EXERCISES

1. He is changing his clothes.
2. The pigeon flew off the roof.
3. It is a gadget that works.
4. Gene had fudge on his plate.
5. The girls walked to the ridge.
6. Our energy is quite low.
7. It seemed a huge task.
8. The actors on the stage did well.
9. The quacking ducks were in the cage.
10. Much damage was done to the crop.
11. A package was in the mailbox.
12. No one should carry a grudge.
13. His lawn was covered with garbage.
14. The trick was a form of magic.
15. It was an urgent call for help.

UNIT 44

se as in rose, si as in amusing, and sy as in posy
the as in brother and thi as in seething

In the words below, look for the ***se***, ***si***, ***sy***, ***the***, and ***thi***. Underline them and then spell the word, say it, and write it.

because	_____	vase	_____	hose	_____
father	_____	teething	_____	pleased	_____
raise	_____	mother	_____	wise	_____
excuse	_____	those	_____	gather	_____
tease	_____	these	_____	pansy	_____
pause	_____	rose	_____	amuse	_____
bathe	_____	amusing	_____	bother	_____
other	_____	soothing	_____	noise	_____
choose	_____	lather	_____	closed	_____

SENTENCE EXERCISES

1. They will gather the straw now.
2. Everyone will bathe in our tub.
3. His excuse was that he was not there.
4. A pansy grew by the roses.
5. Dad lathers his face before he shaves.
6. These plates need cleaning.
7. Joe was amused by the kittens.
8. The cream was soothing.
9. Mary is pleased with her writing.
10. A hose lay beside the garden.
11. These plants were by our pool.
12. She closed the door later.
13. He is a wise man.
14. She paused and then sat down.
15. I suppose you are tired.
16. Our family likes cheese.
17. Because he was hungry, he ate the cake.

UNIT 45

A REVIEW OF MORE ENDINGS

In this review of words, you should look for these endings: ***ce***, ***ci***, ***cy***, ***cr***, ***le***, ***ge***, ***gi***, ***gy***, ***dge***, ***se***, ***si***, ***sy***, ***the***, and ***thi***. ***thi*** and ***the*** will be found usually in the middle of the word.

Since you have already written the words in this section, do not write them. Just spell and say the word.

braces	mother	ginger	rosy
rather	cinch	gather	cell
huge	cripple	dancer	coddle
pleasure	ledge	gadget	damage
cigar	excuse	slipper	closed
tangle	circle	wise	spaced
larger	dresser	parcel	upper
hose	gem	uncle	bulge
circus	vase	dredge	soothing
better	pencil	amusing	handle
wage	apple	mercy	cage
father	stage	Nancy	fancy
cider	choose	ridge	fiddle
pickle	space	cinder	rubber
engine	ladle	cent	table

A GUESSING GAME

As in the last review, read the sentence and then find the word in the left column which seems to be the best word. Also, write the word in the blank.

pencil	1. He took off his _____ .
braces	2. They drew a _____ around the ball.
father	3. The _____ was filled with flowers.
circle	4. My _____ sometimes smokes a cigar.
vase	5. Kim wore _____ on her teeth.
slippers	6. At noon, we all eat at the _____ .
table	7. Ray wrote with a _____ .

UNIT 46

ea as in learn, steak, and ready

The sound ***ea*** can be pronounced as ***ea*** in ***learn***, as ***ea*** in ***steak***, and as ***ea*** in ***ready***. Underline the ***ea*** in each word below and then spell the word, say it, and write it.

head	_____	bear	_____	heard	_____
deaf	_____	bread	_____	thread	_____
health	_____	steady	_____	wealth	_____
sweater	_____	learn	_____	meant	_____
earth	_____	treads	_____	great	_____
pear	_____	instead	_____	break	_____
tread	_____	pearl	_____	ready	_____
weather	_____	tear	_____	feather	_____
heavy	_____	spread	_____	breath	_____

SENTENCE EXERCISES

1. It sailed as light as a feather.
2. I heard that he saw a bear.
3. My dad meant what he said.
4. Wealthy men have a lot of money.
5. That steak was really good.
6. The deaf man could read out loud.
7. A steady wind blew across the lake.
8. He tread softly into the room.
9. He found a pearl near the shore.
10. The ball did break the window.
11. Bill worked with a steady hand.
12. They spread the straw near the horse.
13. Instead of staying home, they went to the park.
14. Grace lost her sweater.
15. I heard what you said.
16. The plane landed on the earth easily.
17. They spread the sheets on the bed.
18. The heavy box fell on the ground.

UNIT 47

ie as in pier, ui as in juice, u as in put

Look for the ***ie*** as in ***pier***, the ***ui*** as in ***juice***, and the ***u*** as in ***put***. Then spell the word, say it, and write it after the words below.

piece	_____	helpful	_____	bush	_____
thief	_____	grief	_____	careful	_____
fruit	_____	juicy	_____	wasteful	_____
pussy	_____	brief	_____	fruitful	_____
yield	_____	bullet	_____	Charlie	_____
fierce	_____	bull	_____	awful	_____
bruise	_____	put	_____	bashful	_____
full	_____	pushing	_____	suit	_____
thieves	_____	shield	_____	fiend	_____
belief	_____	field	_____	dull	_____

SENTENCE EXERCISES

1. The field was full of sheep.
2. It was awful to see his bruise.
3. They each ate some fruit for dinner.
4. Jimmy was the most bashful boy.
5. A fierce look was on his face.
6. The knight held his shield high.
7. Charlie asked for some help.
8. Those women are helpful.
9. The fiend hid in the bush.
10. A large piece of cake was on the table.
11. Some kids call the cat by saying pussy.
12. A careful hand helped him to get up.
13. The woman was full of grief.
14. Those thieves are now in jail.
15. A bullet hit home, but he was not badly hurt.
16. The bull was pushing on the gate.
17. It is good not to be wasteful.

UNIT 48

wa, wha, swa, squa, qua, wor, ou

Our letters are ***wa*** as in ***wash***, ***wha*** as in ***what***, ***swa*** as in ***swan***, ***squa*** as in ***squash***, ***qua*** as in ***quantity***, ***wor*** as in ***world***, and ***ou*** as in ***young***. Look for these combined letters in the words below, underline them and then spell the word, say it, and write it.

warm	_____	couch	_____	quality	_____
want	_____	worth	_____	couple	_____
watchful	_____	country	_____	worse	_____
worker	_____	words	_____	world	_____
water	_____	swan	_____	war	_____
worst	_____	wash	_____	what	_____
jealous	_____	serious	_____	touch	_____
work	_____	younger	_____	warn	_____
couples	_____	swamp	_____	warden	_____

SENTENCE EXERCISES

1. The water in the pool was warm.
2. Ted was jealous of his friend.
3. He is younger than I am.
4. Several workers sat on the bench.
5. Jane is a serious girl.
6. It was worth the trouble to do it.
7. What a day it was!
8. The couple sat on the couch.
9. The quality of the food was good.
10. The land was a big swamp.
11. That song is worse than the last one.
12. Their country is far away.
13. He worked under the watchful eyes of his dad.
14. The class got a reward for its work.
15. It was the worst trouble we had.
16. I am curious about many things.

UNIT 49

Silent b, g, k, t, w, and y

In some words, letters like the above are silent which means that they are not sounded. Examples: In the word ***knee***, the ***k*** is silent, in ***numb***, the ***b*** is silent, in ***wrote***, the ***w*** is silent, in ***gnome***, the ***g*** is silent, and in the word ***whistle***, the ***t*** is silent. In the spaces below, underline the silent letter and then spell the word, say it, and write it.

wrap	_____	dumb	_____	knob	_____
rustle	_____	christen	_____	wrap	_____
knock	_____	hasten	_____	wreath	_____
knife	_____	kneel	_____	known	_____
gristle	_____	doubt	_____	thumb	_____
lamb	_____	sword	_____	written	_____
knitting	_____	wring	_____	often	_____
wreck	_____	listen	_____	knit	_____
fasten	_____	gnarled	_____	wrote	_____
castle	_____	answer	_____	thistle	_____

SENTENCE EXERCISES

1. Grace combed her hair.
2. Mother will wrap the package.
3. Bob hurt his thumb.
4. Someone took my knife.
5. The sword pierced his coat.
6. The castle was taken by the enemy.
7. My car is a wreck.
8. Our dog listens to everyone.
9. Her father fastened the buttons.
10. We will doubt his story.
11. Some cars often go too fast.
12. Jane is knitting a scarf.
13. That is not the answer.
14. I heard a knock on the door.

UNIT 50

Silent gh, h, and l

There are other silent letters such as ***gh***, ***h***, and ***l***. Examples are the ***gh*** in ***eight***, the ***h*** in ***John***, and the ***l*** in ***calm***. In the lists below, underline the ***gh***, ***h*** or ***l*** and then spell the word, say it, and write it.

calf	_____	folk	_____	through	_____
half	_____	yolk	_____	school	_____
straight	_____	right	_____	fright	_____
night	_____	brought	_____	though	_____
bought	_____	honest	_____	neighbor	_____
eighty	_____	high	_____	taught	_____
through	_____	ought	_____	Thomas	_____
naughty	_____	light	_____	caught	_____
slight	_____	hour	_____	daughter	_____
bright	_____	flight	_____	lightning	_____

SENTENCE EXERCISES

1. He is honest about everything.
2. The lightning struck the shed.
3. Jim bought a new baseball.
4. We talked to his daughter.
5. There is a bright light in my room.
6. They caught the robber taking the car.
7. The horse walked straight to the barn.
8. I ought to study harder.
9. In half an hour, we will leave.
10. She said that she was through with the dishes.
11. His family did take a flight to see them.
12. The yellow part of the egg is the yolk.
13. My grandfather is eighty years old.
14. We have good neighbors.
15. Tim was naughty sometimes.

UNIT 51

A REVIEW OF MORE WORDS

In this review, look for combined letters such ***as: ea, ie, ui, u, wa, wha, swa, squa, wor, ou***, and silent letters. Just spell and say the word.

bear	sweat	instead	swear
piece	fruit	put	thief
warm	touch	pouch	what
comb	thumb	lamb	wreck
right	though	yolk	folk
heavy	wealth	great	thread
grief	water	full	bashful
reward	bullet	swan	worse
wrap	knife	known	knit
half	thigh	slight	ghost
wear	learn	earth	rear
siege	mull	suit	swamp
country	worth	double	listen
rustle	wring	often	palm
school	eighty	hour	juice

A GUESSING GAME

In this guessing game, read the sentence and then find the word in the left column which seems to be the best word. Write it in the blank space.

water	1. We saw a _____ in the lake.
palm	2. My grandfather is _____ years old.
country	3. There was a small _____ in the flock.
school	4. I hurt my _____ picking berries.
swan	5. The students will _____ the lesson well.
thumb	6. The United States is a great _____ .
juice	7. We go to _____ to learn.
lamb	8. Some _____ spurted into my eye.
eighty	9. The man saw a _____ in the woods.
bear	10. A _____ stole our bicycle.
learn	11. She put on her coat to be _____ .
warm	12. Grace took a drink of _____ .
thief	13. I have an apple in my _____ .

UNIT 52

ph as in phone and gh as in tough

In the words below, look for the ***ph*** as in ***phone*** and the ***gh*** as in ***tough***. Underline these ***f*** sounds and then spell the word, say it, and write it. You may need a tablet to write these words.

tough	_____	**orphan**	_____	**hyphen**	_____
cough	_____	**pamphlet**	_____	**alphabet**	_____
photo	_____	**rough**	_____	**pharmacy**	_____
phonograph	_____	**elephant**	_____	**autograph**	_____
triumph	_____	**enough**	_____	**telegraph**	_____
Philip	_____	**phrase**	_____	**coughing**	_____
tougher	_____	**laugh**	_____	**laughter**	_____
Ralph	_____	**nephew**	_____	**roughly**	_____
through	_____	**phoned**	_____	**laughing**	_____

SENTENCE EXERCISES

1. His laughter was very loud.
2. An elephant was in the parade.
3. Dad phoned Mom on her birthday.
4. Ralph roughly punched me into the water.
5. The telegraph sent the message.
6. I have a photo of me when I was five.
7. The tough boxer hit his opponent.
8. John's nephew visited us that day.
9. We have learned the alphabet well.
10. There is enough for everybody.
11. An old phonograph sat on the desk.
12. It was a triumph for us.
13. May I have your autograph?
14. We got our pills at the local pharmacy.

UNIT 53

ci, si, ti, su, tu

You will be looking for ***ci*** as in ***special***, ***si*** as in ***mansion***, ***ti*** as in ***mention***, ***su*** as in ***usual***, and ***tu*** as in ***nature***. When you see one of these combined letters, underline them, then spell the word, say it, and write it.

fraction	_____	education	_____
attention	_____	vacations	_____
treasure	_____	precious	_____
suspicious	_____	pleasure	_____
mixture	_____	expression	_____
action	_____	addition	_____
television	_____	exception	_____
question	_____	nation	_____
delicious	_____	pictures	_____

SENTENCE EXERCISES

1. We had a precious moment with them.
2. Our nation is the best in the world.
3. He did not answer the question.
4. It was a strange expression on his face.
5. Dick watched television for an hour.
6. He did it in a fraction of time.
7. Kim asked the teacher a question.
8. They had an addition to their school.
9. To live the good life, one must have an education.
10. Education is a treasure that will last a lifetime.
11. My mother made a stew that was delicious.
12. Do not be anxious about your future.
13. My dad took pictures of our family.
14. We paid close attention to the teacher.
15. Those girls asked a lot of questions.
16. My friends had great vacations.

UNIT 54

ance, come, ence, ive, some

The several combined letters above occur frequently in words. The ***ance*** can be seen in ***performance***, the ***come*** in ***coming***, the ***ence*** in ***confidence***, and ***ive*** in ***active***, the ***or*** in ***sailor***, and the ***some*** in ***lonesome***. Look for the combined letters in the words below and then spell the word, say it, and write it.

lonesome	_____	expensive	_____
somehow	_____	confidence	_____
positive	_____	tiresome	_____
preference	_____	conductor	_____
handsome	_____	importance	_____
become	_____	residence	_____
instructor	_____	elevator	_____
influence	_____	detective	_____
sailor	_____	attentive	_____
doctor	_____	something	_____
providence	_____	appearance	_____

SENTENCE EXERCISES

1. Her attention time was short.
2. We tried to find his residence.
3. Something is eating our plants.
4. The men were stuck in the elevator.
5. Our instructor keeps us working.
6. Tom has a preference for certain foods.
7. I was lonesome the first time away from home.
8. Somehow it did not seem the right thing to do.
9. The conductor took our tickets.
10. His brother was a captive in the war.
11. The watch was too expensive.
12. Her father is a detective in the police department.
13. I was positive that I saw him there.

UNIT 55

REVIEW

Do not write the words below. Just spell them and then say the word.

doctor	vision	nuisance	performance
wasteful	mansion	bull	razor
fixtures	handsome	pleasure	pushing
casual	vicious	sometimes	vacations
generous	bear	usually	naturally
outcome	bruise	janitor	permission
measured	grief	delicious	lonesome
mixture	expression	wealthy	watches
featured	motor	attention	fully
addition	treasury	auction	earth
pearls	questions	importance	gracious
sweating	trend	future	visitors
meant	pulling	confidence	residence
pension	expensive	chief	something
healthy	station	usually	active

SENTENCE EXERCISES

1. There was something wrong with the motor.
2. The performance was excellent.
3. I have much confidence in you.
4. The horse was pulling the wagon.
5. We arrived late at the station.
6. They knew the importance of being on time.
7. That family lives in a mansion.
8. To be healthy, eat carefully.
9. Usually the men talked with one another.
10. The teacher asked for attention.
11. Some people are wasteful in their eating.
12. Joe and Ed went to an auction.
13. My brother went without permission.
14. Too many animals can be a nuisance.
15. We all have confidence in the future.

UNIT 56

THREE SYLLABLE and FOUR-SYLLABLE WORDS

Do not write the words below. Just spell them and say the words. Say the word in syllables as in ***con-ster-na-tion, consternation.***

amazing	beginning	peevishly	merchandise
entertain	consternation	exciting	butterfly
committee	favorite	refreshment	innocence
gorilla	January	exchanging	exclaiming
suddenly	surrounded	thunderstorm	underneath
vanilla	accident	practical	difficulty
miserable	together	banana	passengers
decision	wonderful	banisters	jealousy
perfection	tomorrow	family	quizzical
surprising	threatening	impatience	family
comparable	mysterious	exchanging	ordinary
decision	impossible	medicine	ambitious
earnestly	fashionable	passengers	excellent
lecturer	entertain	correction	emergency
invitation	vinegar	selfishly	fantastic

SENTENCE EXERCISES

1. Suddenly he felt miserable.
2. It was a threatening storm.
3. Adam had a practical idea.
4. His impatience was evident.
5. The boys had a banana for lunch.
6. All of the passengers got off the bus.
7. Jim selfishly ate the whole candy bar.
8. Some men were exchanging harsh words.
9. We had an exciting trip.
10. The movie we saw was mysterious.
11. Everyone worked together.
12. His decision was to try another road.
13. The lecturer showed some irritation.
12. He is ambitious yet friendly.